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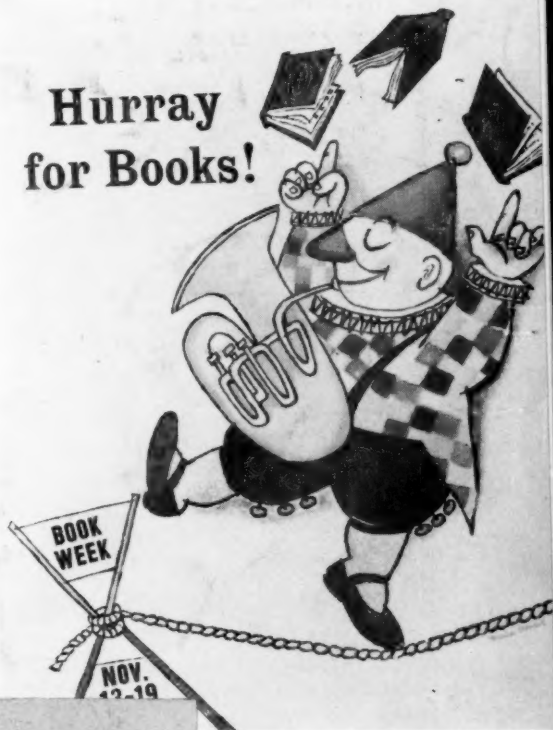
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OCTOBER, 1960

Volume 10

Number 1

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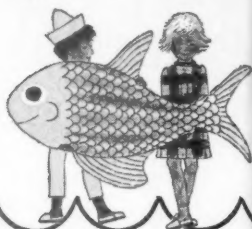
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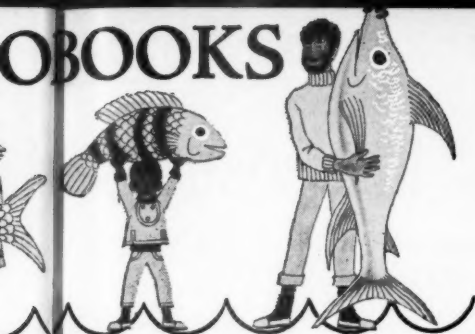
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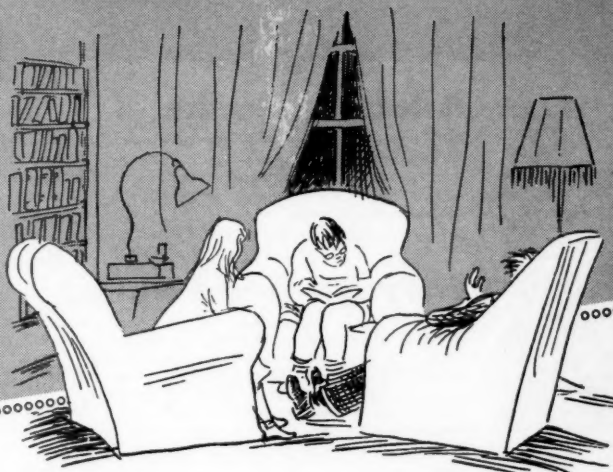
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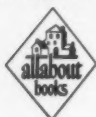


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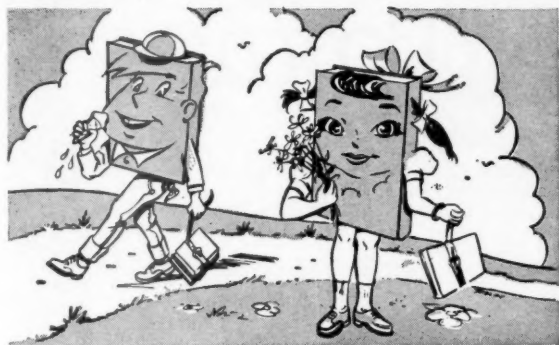
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National Conferences

The conferences highlighted in this Calendar are those which are not library sponsored but at which AASL is officially represented.

Department of Rural Education

October 7-12, Louisville, Kentucky.
Thelma Sloan, local chairman.

National Council of Teachers of English

November 24-26, Chicago, Illinois. Jean Nelson, local chairman.

National Council for the Social Studies

November 24-26, Boston, Mass. Kay Trickey, local chairman.

National Association of Secondary School Principals

February 11-15, 1961. Detroit, Michigan.
Dorthea Dawson, local chairman.

American Association of School Administrators

February 25-26, 1961. San Francisco, California. Geraldine Ferring, local chairman.

Association for Supervision and Curriculum Development

March 12-16, 1961. Chicago, Illinois.
Elizabeth Vogenthaler, local chairman.

American Association of School Administrators

March 11-14, 1961. St. Louis, Missouri.
Frances Lynch, local chairman.

Department of Elementary School Principals

March 17-22, 1961. Atlantic City, New Jersey. Rosemary Webber, local chairman.

National Science Teachers Association

March 25-29, 1961. Chicago, Illinois.
Margaret Winger, local chairman.

American Association of School Administrators

March 25-28, 1961. Philadelphia, Penn.
Nick Stevens, local chairman.

Secondary Education Board

March 3-5, 1961. New York City.
John Park, representative.

Association Childhood Education International

April 2-7, 1961. Omaha, Nebraska. Helen Oeschger, local chairman.

National Catholic Education Association

April 4-7, 1961. Atlantic City, New Jersey. Sister Jane Marie, local chairman.

Catholic Library Association

April 4-7, 1961. St. Louis, Missouri.
Sister Jane Marie, local chairman.

National Council of Teachers of Mathematics

April 5-8, 1961. Chicago, Illinois.

October, 1960

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But — tempering our enthusiasm for this idea was the prospect of total inundation if *Misty*’s thousands of admirers should all write to us —

So — we’d like *you* — the public, branch, and school librarians in the 50 States and Canada — to participate by conducting a NAME MISTY’S COLT contest with the young patrons of your library.

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If you haven’t already requested full information, rules, and materials for entering this contest write us today. Simply say “Send me the NAME MISTY’S COLT contest kit.” We’ll rush it to you at once. But hurry! Contest closes right after Book Week.

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REPORT FROM YOUR

Executive Secretary

ELEANOR E. AHLERS

The annual report of the executive secretary is concerned chiefly with the work of the office and activities in the field and only briefly with the AASL program and committee activities, even though each aspect of the program affects to some extent the work of the office.

In the standards implementation program, the executive secretary assisted in the preparation and mailing of materials to state standards representatives, to states with pilot programs and to many other meetings on the standards; was responsible for shipping some 37,000 copies of the promotional leaflet, 12,000 of the February 1960 *ALA Bulletin* reprint and nearly 400 complimentary copies of the *Standards* publication; worked with the plans for the press luncheon and served as a speaker on the standards for six programs from Roanoke to Honolulu.

The next largest volume of work including correspondence and shipments was with the professional relations program. Exhibits were sent to eleven national professional association conferences; help was given in making initial contacts, programming and other aspects of this important activity.

Assistance was given with regard to NEA affiliation, Grolier-Americana Scholarship Awards, Stern Family Fund Magazine Project; travel reports were prepared; communications were sent to the Board, to 140 committee members, and to city and state school library supervisors. In addi-

tion to the general mailings, 2,655 individual letters were dictated and 2,901 requests for materials were filled. All of this was done with the help of one secretary and a part-time college student.

Because of the extra work on the standards, nine invitations for travel (seven of them for speaking engagements) were declined in the fall and three in the spring. Thirty-seven working days in addition to vacation were spent away from the office, or 16% of the time as compared with 23 in 1958-59. Also, nineteen Saturdays and Sundays were spent either attending conferences or traveling to and from them. Your executive secretary was a speaker in Ohio, Arkansas, Colorado, Oregon, Washington, Hawaii, Arizona, Virginia, Maryland, Indiana and Illinois. She served as one of four speakers on a panel at the annual conference of the National Association of Secondary-School Principals; explained the standards implementation program at the meeting of the Joint ALA-ABPC Committee on Reading Development in New York; attended the three-day institute on school libraries at the University of Chicago; participated in the October meeting of the National Organizations Round Table at Arden House in New York; had numerous individual conferences with NEA executive secretaries in Washington.

Again this year there was little time for serious writing. Special articles were prepared for the *High School Journal* of November, the November

NASSP *Bulletin*, and the reprint of the November supplement of *The Instructor*. Articles based on speeches were published in *Illinois Libraries*, *Montana Libraries*, and the *Ohio Library Association Bulletin*.

AASL has grown in professional stature during the nine years of its existence as a separate division of ALA. Membership is increasing and has passed the 5,000 mark. AASL is recognized as a national group that speaks effectively for the school library profession. Now that NEA departmental status has been voted, it will become an even stronger group. The new standards have given an impetus to the growth and development of school libraries and brought an awareness of their place in the total educational picture to an extent that is gratifying from the national viewpoint. Each of you has a responsibility in your building, in your

school district, in your county, in your state and at the national level to assist in using and interpreting the standards. Each has also the responsibility not only to bring new members into ALA and AASL but also to stimulate membership in NEA.

The rewards of a job that seems overwhelming at times are many. Chief of these is the professional stimulation received by working with the fine Boards of Directors and the presidents with whom the executive secretary has been privileged to serve — Mary Gaver, Elenora Alexander and Esther Burrin — all of whom have provided strong leadership for AASL. Under the guidance of Elizabeth Williams, next year should be a banner year for school librarians and their professional associations.

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President's Message

ELIZABETH O. WILLIAMS

Greetings to members of AASL on the eve of significant developments for its future growth and achievement. At the annual conference in Los Angeles, June 30, 1960, the National Education Association voted departmental status to the AASL. School librarians hail this action as an exciting step into new and more meaningful areas of collaboration with their fellow educators. By this action channels for communication have been provided within the NEA structure and mutual benefits to both groups should derive from this alliance. AASL will continue as a division of ALA with headquarters remaining in Chicago. For the present, it will be necessary to pay dues separately in order to participate in both professional organizations.

We are indebted to Lillian Batchelor and her committee for the many hours of devoted service which resulted in the successful culmination of this project. We shall need a continuing alert committee to meet in Washington, D. C. with the NEA representatives and our Executive Secretary, Eleanor Ahlers, on the administrative details of the new organization and an effective program within the NEA structure. We welcome the active participation of all AASL conferences. We are pledged to campaign actively to urge all school librarians to join both AASL and NEA and to participate in their cooperative activities.

As we review the traditions that have been established in the past few

years since AASL was founded and evaluate the many and varied accomplishments, we recognize even more clearly our responsibility for carrying on the splendid programs already underway.

Furthermore, an aggressive, forward looking program on elementary libraries is of primary importance in the fast developing national scene. We need to give further consideration to the alliance between TV and books, and to find better ways to make the two mutually helpful. We need to plan for recruitment to meet the growing needs for school librarians as the program of quality education and individual reading and research make increasing demands on our library resources. We should continue to interpret our school library program (standards) for the lay citizens, for school personnel, and for librarians in all types of libraries.

With the interest and cooperation of each member of AASL, we can carry on a successful program.

FLASH!

American Library Association has been granted \$100,000 for use by AASL for implementation of the school library standards. This grant was given by the Council on Library Resources and the announcement was made by Verner W. Clapp. Further details will be given in the January issue.



Abraham Lincoln Courageous Leader

By Lillian Bragdon; illustrated by Edward Shenton. Young readers will enjoy this account of Lincoln's boyhood, his young manhood, his years as a lawyer, and his years as president of the United States. Another fine *Makers of America* book about an outstanding statesman.

Ages 8-12
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Ages 9 up
160 pages

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Dangerous Flight

By Elsa Pederson; illustrated by Anthony D'Adamo. This is an exciting account of the purchase of Alaska, formerly a Russian colony, by the U. S. By the author of *Victory at Bear Cove*.

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By Bernice Wells Carlson; illustrated by Georgette Boris. A collection of 20 original plays for holidays, camping situations, and school assemblies . . . fun to give, fun to see.

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Good Old Archibald

By Ethelyn Parkinson; illustrated by Mary Stevens. A rollicking story about Archibald Brewster, who helped the Brookfield Bumblebees beat the Lawson Lions at baseball.

Ages 8-12
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Grades IV-VI
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Abingdon Press

NEW YORK

NASHVILLE

School Library Action in the Nation's Capitol

by Barbara Nolen

When the ALA met in Washington, D. C., in June 1959, the point was made that the Washington area has the greatest concentration of libraries in the world. The Library of Congress is a mammoth repository and research center. The Folger Library is world-renowned for its Shakespearean collection. There are special libraries for the arts and sciences. There are extensive libraries in the government agencies and the universities. The public library has seventeen branches. Altogether, library services primarily for adults in the Washington area are estimated as totaling 149 libraries with collections of 25,000,000 volumes or more.

A survey of library services in the D. C. public schools revealed a grim paradox: only ten librarians for 165 schools, with book collections averaging less than two books per child. Even at the senior high school level, the average is barely five.

The school library situation had been at the same low level for years.

Barbara Nolen is president of the ACTION Committee for D. C. School Libraries, lecturer at George Washington University and Book Reviewer, Washington Sunday Star. Lucile Carmack, D. C. Representative of the Standards Implementation Committee, is librarian at Woodrow Wilson High School.

When the Strayer Report on the D. C. schools, a survey authorized by Congress, was made in 1949, the inadequacy of library services in the junior high schools was underlined. "Most needed of all," said the Report, "is a full-time librarian in each school." In spite of this recommendation, public interest and public funds during the last decade have been directed to other school needs: reducing pupil-teacher ratio, construction of new buildings, guidance and counseling services, new methods of teaching science and foreign languages, and new courses of study for personal and family living. Junior high school librarians, included in proposed D. C. budgets almost every year for the past ten years, were never authorized.

New emphasis on school libraries

During the past year, however, the school library situation has taken a turn for the better in two important areas. The first was the inclusion of a request for a library supervisor in the 1962 budget. This budget still has to be approved by the D. C. Commissioners and the Congressional budget committees to become effective.

The second encouraging decision was the announcement in July, from the chairman of the District Appropriations Subcommittee, that surplus funds from the past fiscal year, amounting to \$52,250, might be used

by the superintendent for the appointment of eleven junior high librarians in September 1960. These librarians will each serve two of twenty-two junior high schools. The twenty-third junior high school, which has a public library branch in the same building, will have no librarian assigned to it. Certification requirements for junior high school librarians in the District include a bachelor's degree with thirty semester hours of library science, and appointments are being made from a list of certified candidates to fill these positions in time for the opening of school.

The appointment of these librarians doubles the number of librarians in the D. C. secondary schools and initiates the first professional librarians at the junior high level. It is a significant breakthrough, after a year-long campaign which began in the spring of 1959 and gathered momentum following the ALA Conference in Washington. To begin with, only a few people were involved. Spurred on by conferences with school library specialists and armed with information from the new Standards, a small nucleus of citizens organized under the banner of the Action Committee for D. C. School Libraries. Their purpose was to coordinate the efforts of individuals and groups who were also interested in better schools and better school libraries.

From the very beginning, the administration of the D. C. public schools has shown interest in school libraries and has welcomed the activities of the Action committee. Care has been taken to keep the Board of Education and school officials informed of the steps to be taken by the committee. As a result of this open communication between officials and committee members, good working relationships have been maintained.

Organized citizenry

In the District of Columbia, where there is no local suffrage and none of the usual political machinery through which citizens can express themselves on community problems, there has developed an accepted practice of citizen groups or committees, which function as the voice of Washington. In accordance with this practice, the Board of Education holds regular hearings at which the "organized citizenry" are invited to express their views. The Action committee joined with these other groups and presented the case for school libraries at hearings which usually went on for four or five hours, and included statements, both oral and written, on various problems of public education, from sixty or more groups of citizens.

Four main goals were set up by the Action committee to be used at these public hearings and also as the basis for talks, conferences, newsletters, membership drives, and many informal meetings. These goals were:

1. To urge the appointment of a library supervisor through legislative and administrative channels.
2. To cooperate with other groups supporting the request for junior high school librarians.
3. To advise parent groups attempting to organize elementary school libraries.
4. To arouse public interest and support for school libraries and demonstrate their value through public meetings and distribution of information.

City-wide survey

In preparing material to promote these goals, the Action committee soon realized the need for up-to-date information on the exact status of school library services. For lack of professional librarians, all kinds of makeshift services had developed in

the junior high schools and in some of the elementary schools. No recent figures were available, either on official or unofficial library services. A survey was given priority and a questionnaire prepared and circulated to all principals with the approval of the superintendent. Replies were received from all junior and senior high schools and from all except seven elementary schools.

Such vital statistics as enrollment, number of books, staff, and book budgets were collected, as well as information on size of quarters, hours during which libraries were open, and needs of the various schools from the viewpoint of the principal or librarian.

Certain general facts were also revealed by the survey. Since the first senior high school librarian was appointed in 1906, no clerical help has been added, although seven of the ten high schools now have enrollments over 1000. Also, so far as can be ascertained, the first funds allocated for library books were authorized in 1946.

At the junior high school level, there have never been any positions set up for professional librarians. In general, the teachers assigned to administer the book collections on a part-time basis are variously described as "a Latin teacher", "a counselor", "a music teacher", or simply "a class-

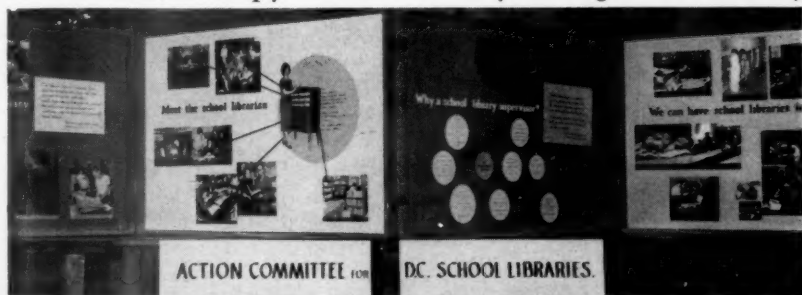
room teacher." Six of the collections are not catalogued according to the survey. In two schools, library quarters have been taken over for classrooms.

At the elementary level, where no public funds are allocated, the survey showed that parent groups have established central collections in thirty-three schools. Of the remaining number forty-seven have classroom collections; forty-five must rely on public library service alone.

Response from school administrators

The value of this survey was soon demonstrated. It not only served to inform members of the committee and parent groups, but provided statistical data to support budget requests. It emphasized the serious professional approach of the committee and resulted in more requests for factual material from school administrators.

Fortunately, the school administration was already on record as advocating improved library services. Aside from the unsuccessful requests for junior high school librarians, all new elementary schools, built since 1946, are provided with library quarters, and, since 1954, with library furniture and equipment as well. More important, perhaps, was the fact that Dr. Hansen, Superintendent of Schools, had included "staffed libraries in junior high and elementary



4-panel exhibit prepared by Mrs. Dagmar Wilson, Washington illustrator, for the Action Committee for D. C. School Libraries.

October, 1960

schools" in his list of goals in education to be attained in 1970. This statement was made in October 1959 at a seminar held by the District Committee for the White House Conference on Children and Youth.

In the early days of 1960, committee members made appointments for conferences with the superintendent of schools and with other top officials at the elementary and secondary levels. The committee was gratified to find that these conferences often resulted in positive action. The school administrators did not have to be convinced of the need for better library services, but they did need help, and welcomed it, in making budget requests effective. Area library specialists and AASL representatives provided more information and background material for these conferences, since the District of Columbia has no state department of education to which it can turn for guidance.

The committee's approach was to show the contribution made by the resources, personnel and services of the library to the whole school program in all subject areas, and in all four tracks of ability grouping. The committee collected, digested, selected, and collated pertinent material and made it available to the administrators who were making decisions regarding school libraries. With fourteen supervising directors in the subject areas on the school administrative staff, it soon became apparent to administrators that a supervising director of library services was the logical first step in an efficient school library program.

Coordination with other groups

The need for a library supervisor or coordinator was also emphasized by the committee in its relationship with other community groups: including The League of Women Voters,

the D. C. Library Association of University Women, the D. C. Congress of Parents and Teachers, and the D. C. Education Association. Representatives of these groups met with the Action committee and provided valuable ideas and practical support.

Wide professional recognition was given to the cause of school libraries when the D. C. Education Association joined with the Action committee in one of the nine pilot programs sponsored by the AASL. The need for improved school library services in the D. C. schools was emphasized at the annual Spring Conference of the D. C. Education Association, an all-day meeting with exhibits, speakers, and a luncheon program.

As the keynote speaker, Mary Peacock Douglas explained why administrators should support a comprehensive library program. Mae Graham challenged teachers to make more use of library books to meet individual needs in the four-track program. Over 1,000 pieces of school library literature were distributed to the 500 teachers and school officials who attended. This conference strengthened the program of concerted action to reach administrators, parents, and the press, with emphasis on the appointment of a school library supervisor as the first objective.

Another large and important group with which the Action committee cooperated was the D. C. Congress of Parents and Teachers. From the beginning, individual PTA groups and Home and School Associations had been included in membership and activities. In May, when the D. C. Congress held its annual three-day conference, a four-panel exhibit was prepared as the focal point of information. This exhibit featured blow-ups of photographs from well-established school libraries in New Jersey, Wisconsin, New York, Virginia, and

Texas. It quoted the resolution of the 1958 Congress in support of "planned school library service for all children of all ages," and was effective in influencing the D. C. Congress of Parents and Teachers to adopt a resolution pledging legislative support for a "school library supervisor as the first step in a planned school library program."

Other activities

At the same time that conferences were being carried on with school administrators and public programs planned with other community groups, committee members prepared statements and presented them at five different public hearings: before the Board of Education, the District Commissioners, and the Congressional Appropriations Committees.

One of the most useful activities of the committee was a two-page mimeographed newsletter which reported on accomplishments and future activities. Through volunteer services of members, this was duplicated without cost and sent to school principals, Board of Education members, school administrators, parent groups, friends of libraries, and members of the press, at six-week intervals.

As a temporary measure, two workshops were held for library mothers representing parent groups in some of the elementary schools. The survey of elementary schools had shown that schools where such volunteer groups existed were more articulate and more active in support of requests for trained librarians than the schools where no such activities existed. Because of the strength of this support, the committee will continue this type of liaison next year, with increasing emphasis on what these library-minded mothers can do to encourage the employment of professional school librarians.

Qualitative standards

Meanwhile, to improve the qualitative standards of existing library services, the senior high librarians began to meet as a professional group, following an inspirational meeting with Eleanor Ahlers in December 1959. Beginning this fall, the group plans to invite the new junior high librarians to meet with them, to exchange experiences and work out common goals and practices. They plan closer cooperation with principals, supervising directors, and their fellow teachers, to demonstrate the contribution of the librarian to the total school program.

Course at D. C. Teachers College

As a link in improvement of qualitative standards, the Action committee has outlined a course on use of School Library Materials to be given at D. C. Teachers College next spring. This course, on the graduate level, has been approved by the AASL as Pilot Program No. 2 for the District of Columbia. It will be a practical approach to the maximum use of the school library by teachers, principals, and administrators. A coordinator has been invited from the school library field, and guest lectures by outstanding school library authorities will alternate with laboratory sessions.

Another committee project for the coming year is the possibility of setting up two model libraries with professional staff at the elementary level: one at a laboratory school used by D. C. Teachers College, the other at the demonstration school used by the supervisory staff of the D. C. school system. Professionally run libraries in these two strategic locations would be important pilot projects. They would serve as training centers, as information centers, and as tangible evidence of the value of the elementary school library.

(Continued on Page 45)

Using NDEA funds in one school system.
The Greensboro, North Carolina plan.

School Libraries Strengthened Through the National Defense Education Act

by Sara Jaffarian

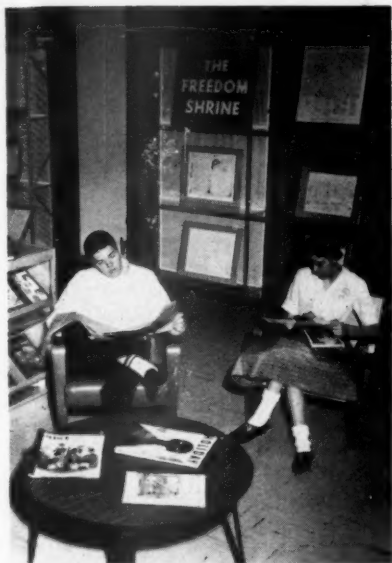
As was noted in the article "North Carolina School Libraries Move Ahead" in the March 1960 issue of *School Libraries*, extensive study and work was carried on by staff members of the Greensboro Public Schools to strengthen its library program by taking advantage of the National Defense Education Act.

The state program, discussed in the above mentioned article, was introduced to the administrative and supervisory staff members by the Superintendent at a pre-school staff meeting last August. North Carolina had available almost five million dollars — "if matched dollar for dollar by local funds" — for Titles III, V, and VIII. The local School Board budgeted \$153,000 for the current year taking full advantage of the per pupil allotment determined by the State Department of Public Instruction. Ways and means of determining allotment of this amount to each of the various areas (mathematics, science, modern foreign languages, guidance and remodeling) were discussed. Status studies, inventories, program plan-

ning, and project proposals called for by the State Plan required local educational units to do careful appraisal prior to submission of projects for approval by the State Department of Public Instruction.

At a staff meeting of the thirty-two professionally trained school librarians for the thirty-four schools in the system during the first week of school, the Director of Libraries, who was a member of the Advisory Committee which prepared the North Carolina *Administrative Guide for Title III*, presented background information. Copies of the following questionnaires in the state *Guide* were distributed for local school study; (1) *Statement of Provisions*; (2) *Inventory of School Owned Library and Instruction Material: Science*; (3) *Mathematics*; (4) *Modern Foreign Languages*. The "Provisions" statement was a questionnaire on quarters, materials, services, and personnel. The "Inventories" called for quantities of library books, pamphlets, periodicals, filmstrips, slides and transparencies, flat pictures and posters, maps, globes, charts, graphs and supplementary textbooks in the applicable Dewey Decimal classes. Each librarian inventoried her own library materials and in cooperation with the principal noted ownership for supplementary textbooks and other items that might not be housed in the library in her school.

Sara Jaffarian has been Director of Libraries, Greensboro Public Schools, Greensboro, North Carolina. This fall she became Supervisor of Libraries, Seattle Public Schools. Philip J. Weaver is Superintendent of the Greensboro Public Schools.



The magazine and exhibit section, Page High School library, supplemented through the use of NDEA funds. Greensboro, N.C.

Administrators' Workshops

Principals and supervisors studied the implications of the NDEA in a series of meetings called by the Superintendent. The system-wide meetings were held so that evaluation and plans of the local schools might be made in terms of development of an improvement program for the total system.

The Director of Libraries served on a core committee with the Directors of Guidance, Curriculum, Audio-Visual Aids, and the Business Manager. Each of these individuals presented information at the general sessions regarding the materials and equipment available for the total system in his area. Evaluations were presented which would assist the principals in conducting status studies of their own schools. The library statistics pro-

vided by the librarians were summarized and the strengths and weaknesses pointed up. At several of the meetings, collections of library books in the science, mathematics, and foreign language areas were displayed. "The Traveling Elementary School Science Library" and "The Traveling High School Science Library" including some 360 books on deposit from the American Association for the Advancement of Science in the city schools were displayed. Bibliographies of special materials were called to the attention of the group. Professional bibliographic sources were noted and displayed.

Title III Acquisitions

In addition to taking careful stock of what was available in their own libraries, librarians assisted principals and teachers with the planning of projects for strengthening the subject areas involved. One of the city-wide projects for which approval at the state level was secured was the "Acquisition of reference and resource materials in grades one through twelve for mathematics, science, and modern foreign language. This project is designed primarily for the enrichment of the program for the academically talented student through the strengthening of the school libraries and the development of departmental and/or classroom reference and resource shelves. Such materials would be used primarily for individual and group projects, reports, research, and investigation." Approximately \$20,000 was estimated as the cost of books, pamphlets and periodicals to be acquired.

Several bibliographic sources were studied by librarians and teachers together to determine quality acquisitions. One example of this effort was the checking of a complete alphabetic bibliography listed in the teachers'

manual of the state adopted Singer Science Series for the fourth, fifth and sixth grades drawn up by the central library office and the Supervisor of Elementary Education against the school's holdings.

Requisition Procedure

After several conferences with the business office and others involved, a special requisition form was drawn up for materials to be purchased which could qualify for matching funds.

It was felt that the 3 x 5 library workslip used for regular book orders might well be used by teachers to initiate the request for books, periodicals, or pamphlets. The librarian in the school verified information on the workslip. The principal submitted workslips and a typed requisition form (carbon of form retained in the school) to the business office.

The workslips were screened by the Director of Libraries and it was decided that all book orders would be placed in the same manner as those for regular book orders. This meant typing requisitions for jobbers in the library department for submission to the purchasing office.

Since it had been decided that almost all book acquisitions were to be catalogued and circulated from the central school library, there was little change from the usual routine central processing. The Directors of Curriculum and Library worked closely with the principals in determining duplication of certain titles in quantities up to five (legal limit) for classroom housing to meet certain demands. Books were delivered from the jobber directly to the Library Department and processed along with other library acquisitions.

Guidance Acquisitions

In close cooperation with the Director of Guidance Services a basic

list of books for purchase through Title V, NDEA, was drawn up for establishing department libraries in the Guidance Centers of the junior and senior high schools. The Library Director met with all guidance counselors to discuss books pertinent to their program. Cataloguing and processing of all books bought for the Guidance Centers was recommended and assumed by the central library department.

The Director of Guidance was furnished a union shelf list card which indicated titles available in each of the different school Guidance Centers. The school library catalog was furnished catalog cards which, through the symbol "GC" before the call number, indicated the location of the book in the school. These books are not counted as additions to the school's library since they are permanently housed elsewhere.

Library Collections Strengthened

Each school decided how it would proportion its per pupil average allotment for enrichment through the



The informal area for listening and reading, Craven Elementary School, Greensboro, N.C.

NDEA matching funds. The majority of principals and school staffs were favorably inclined toward strengthening the library over and above other areas.

A great deal of effort went into the analysis of materials already owned by the schools and the study of quality material which might be added with the funds available. Several workshops with the librarians during the course of the past year allowed for display and discussion of books especially selected for enriching the schools' collections in these subject areas. Librarians, in turn, worked closely with teachers and pupils toward building the final orders for the school.

The use of NDEA funds for strengthening these areas meant freeing allotted budgets for additional purchases in other areas. All concerned were ever cognizant of the importance of well rounded collections of materials.

The more than 140,000 books in the collections of the thirty-four school libraries — every school has a central library and thirty-five trained librar-

ians plus a central cataloging staff provide service — had a circulation of about 718,000 during the 1959-1960 school year. They are "live" collections. Over 15,000 books were added in the past year and approximately 7,000 more were delivered to the schools in September processed and ready for circulation. Since the librarian serves as coordinator of the audio-visual program, filmstrips and phonograph records are also circulated from the central library. These are catalogued and cards furnished for the catalogs just as for books. Over 900 filmstrips were added in the past fiscal year, approximately one half of these being bought through NDEA funds and processed during the past summer. Librarians worked with other school personnel in the selection of these items also.

From experience, the writers feel that it is imperative that all personnel in the schools be well informed as to the implications of the NDEA provisions, that all be drawn into the selection of materials, and that the acquisitions be planned in the light of need and use.

Profile of President

Elizabeth Williams comes to the presidency of AASL with many outstanding personal qualities as well as a rich and varied professional background. Her abilities to organize, to work harmoniously with all groups and maintain good public relations, are outstanding.

From the position of Assistant Librarian in the Los Angeles Public Library she entered the school library field. Her first position in the Los Angeles School System was that of Junior High School librarian at Central Junior High School. Next she accepted the responsibilities as order librarian and advanced to the position of supervisory librarian of elementary libraries. Her present position is that of head supervisor of 500 school libraries with the responsibility for coordinating service from the elementary

through the city college libraries.

Miss Williams has received recognition for her participation in organizations other than those of her profession. She also is a past-president of the School Library Association of California-Southern Section. She has served as president of the Section of Work with Boys and Girls of the California Library Association.

In addition she has been a consultant for the ALA *Booklist* and a reviewer of children's books for *Saturday Review*. She has contributed many professional articles to library and educational periodicals.

Her quiet manner and her warm personality, together with her ability for effective achievement, make us extremely fortunate in having her as our new AASL president.

"... to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity." Implications of the White House Conference for school librarians.

Golden Anniversary White House Conference on Children and Youth

by Evelyn C. Thornton

School libraries are among the institutions which can bring about the promotion of "opportunities for children and youth to realize their full potential for a creative life in freedom and dignity." School librarians can demonstrate the importance of their services in helping to make children and youth aware of the values and the ideals with which the conference was concerned. They can assist community organizations in developing programs designed to further the recommendations of the Golden Anniversary White House Conference. They can make available to school staff members and parents information concerning the needs of children and youth.

Recommendations for Action

The purpose of the Conference was that of bringing about improvements in our society and in making efforts to solve the problems of children and youth. This is a continuing process reflecting the hopes and aspirations of the American people and calling for meaningful citizen action. Among the recommendations for action are

Evelyn C. Thornton is Supervisor of Libraries, Arlington County Public Schools, Arlington, Virginia. She was one of AASL's representatives at the White House Conference and was asked to be the official reporter for School Libraries.

some for which school libraries and librarians can assume a specific responsibility. These are taken from *Recommendations — Composite Report of Forum Findings*:

24. That planning be based on the needs of children and youth . . . and allow for . . . opportunities for education . . . library facilities.
33. That the rural physical environment be improved by making adequate provision for . . . school facilities designed for both educational and community purposes.
119. That the Federal Government support a comprehensive Federal scholarship and fellowship program for able students who could not otherwise attend college or graduate school.
120. That State and local governments and private sources of all kinds provide scholarship and loan programs to finance the education of promising needy students at institutions of higher learning.
151. That all school plants and facilities be available on a 12-month basis for educational, vocational, and recreational purposes under adequate adult supervision.
152. That the physical facilities of every school be designed to provide a functional, pleasant, and fully adequate educational environment . . . with due consideration to . . . library facilities.
153. That the scope of free public education be extended downward and upward to include kindergarten through community college.
180. That school buildings, facilities, and personnel be available day and evening on a 12-month basis to serve the

remedial or vocational needs of drop-outs.

186. That the State and Federal Governments continue their financial support of an adequate library program for rural areas.
202. That a concerted effort be made immediately, by school boards, college administrations, and forward-looking citizens, to develop further means of recruiting, preparing, and retaining high caliber, creative men and women with broad and diversified backgrounds for all levels of the teaching profession and in all fields of instruction.
205. That a minimum 5-year of preparation be required for the certification of teachers, including . . . training in the selection and use of literature for children and youth, courses in television and radio communication and techniques of using them in the classroom.
225. That quality library facilities and services be provided in elementary and secondary schools and colleges and universities, to enable them to achieve standards of academic excellence.
307. That action be taken to extend public service throughout the nation, with local, state and national support, and make it available to all.
308. That support for public, private, and school libraries be increased, and access provided in school and leisure hours, so that all children, particularly the gifted, make reading a lifetime source of learning.
310. That parents, teachers, librarians, and other reading counselors guide children to read increasingly better books; and that trained personnel be available to guide parents as well as young people in the selection of appropriate materials.

The extent of the achievement of these goals will be dictated by the American people who must be further stimulated to take action concerning the needs of children and youth. Provision of quality library facilities and services; recruitment; preparation and retention of high-caliber personnel; extension of the school term and hours; provision of public education from kindergarten through community

college; maintenance of both public and school libraries because each has a special function—these goals are dependent upon adequate financial support at the local, state, and national level.

Role of School Librarians

In accepting the challenge of the goals adopted by the delegates to the Golden Anniversary White House Conference, school libraries and librarians must play an important role. They can plan for the acquisition, distribution, and use of materials related to the objectives of the Conference; provide materials to help children and young people adopt sound values; plan programs to help parents give guidance to their children in the development of reading appreciation and discrimination; aid community groups who organize and make plans for a follow-up of the Conference.

Many people will want and will need information and ideas on all aspects of life affecting children and youth. School librarians can render a real service by supplying much of this information and many of these ideas. Even today many people are unaware of the number of children and young people without library service or with inadequate service. The magnitude of the task ahead for school librarians who will accept today's challenge—planning with other groups, who are working for the welfare of children and youth, in carrying the "library story" to the public—is evident.

School librarians must emphasize the need for developing and improving school library programs as an important part of the educational opportunities for children and youth. *Standards For School Library Programs* will be an invaluable tool because of the adequate consideration

which it gives to the role the library can play in the lives of children and young people.

School librarians can play an important role in making the library an integral part of the educational program, recognized and acknowledged as such by educators, civic and professional leaders, legislative bodies, and the general public. They can campaign for adequate resources, facilities, and staff to provide for the library needs of all students in the schools of the country.

School librarians must strive to improve the profession by urging the inclusion of library science students in federal and state scholarship programs, by emphasizing the importance of high standards in undergraduate education for librarianship, and by working hard to have everyone understand that libraries are an important part of education.

School librarians must be concerned — not only as librarians but also as individuals and as citizens — in quality

library facilities and services for children and youth. Since the library shares common goals with many other social and educational organizations, both locally and nationally, school librarians must enlist the help of these groups so that school libraries will receive the public understanding and support that will enable all libraries to make their rightful contribution in our American democracy.

The 640 recommendations growing out of the Golden Anniversary White House Conference on Children and Youth will require study, interpretation, and publicity by school librarians as they work with community leaders. Each school library, large and small, and each school librarian, in rural areas and urban, has a definite role to play in helping America move forward in the days ahead in providing "opportunities for children and youth to realize their full potential for a creative life in freedom and dignity."

Ed. note: The following interesting report was sent in by one of the student library assistants who attended the White House Conference. The details as presented are indicative of the nature of the many workshop groups and show also a keen sense of the value of this discussion on the part of the participant.

In workgroup seventy-three which concerned "Book, Magazines, and Newspapers and their Effects on Children and Youth", every field related to this subject was well represented. Two police officers, several librarians, teachers, three magazine editors, ministers, young people from colleges and high schools who were interested in various phases, a newspaper photographer, and even a young teacher from the West Indies, all contributed their ideas about such things as pornographic literature, the availability

for promoting discriminating tastes in our young readers. Not only were all the professions represented; every area of our country had a "spokesman" and one visitor from Canada made many observations which compared our laws and customs governing reading habits with those of her country and of England.

It is sincerely hoped that the recommendations from our workshop and from all others, will have a marked effect on future reading habits of young people, and the urgent need for good reading materials for all young people.

Rebecca Seward represented the Nederland High School in Nederland, Texas and was president of the Texas Association of Library Assistants.

Using Non-Textbook Materials for International Relations Education

A report of the Foreign Relations Project of the North Central Association of Colleges and Secondary Schools.

by William Hill

A critical problem now faced by librarians and social studies teachers is the selection and use of authoritative and reliable materials on international relations. A survey of high school librarians conducted during the 1958-59 school year revealed deep concern about the flood of materials on United States involvement in world affairs either available to them or arriving daily. Never before have current affairs publications been available in such quantity. A multitude of organizations now distribute many types of materials ranging from small charts, graphs, and pamphlets to wall-sized maps and reports of several hundred pages.

The need for good non-textbook materials becomes greater as greater emphasis is given to modern history and contemporary problems. New materials of instruction are needed which can supplement, and in some cases, replace the textbook. Textbook content cannot remain up-to-date in today's rapidly changing world, and

teachers must rely upon current available materials on United States foreign policy, international relations, and contemporary world problems.

However, the plethora of materials dealing with international relations poses several problems to both the librarian and the social studies teacher. The librarian must deal with the practical aspects of storage, and non-textbook materials usurp an unusually large part of available file space. The librarian is also faced with the question, "How can the school library become a more effective 'instructional materials center' serving as a resource to pupil and teacher alike?"

In partial answer to this question, the American Association of School Librarians is attempting to determine which periodicals can contribute to greater pupil and teacher understanding of foreign relations. With the support of a grant from the Stern Family Fund, the AASL is evaluating the value and influence of certain periodicals in a select group of high schools. The data obtained from this study should be helpful to educators, particularly to social studies teachers. (Ed. note: See progress report in *School Libraries*, January, 1960, p. 12)

The dilemma posed to teachers of world history, United States history, government, and Problems of Democracy courses might be summed as follows: On one hand, there is a

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growing need for effective foreign relations education, and there is an increasing abundance of topical material. On the other hand, however, few current materials dealing with international relations are written with the high school student in mind. The conscientious teacher thus faces the perpetual task of identifying intended messages, considering the source, and evaluating the importance of every publication used. Basic information, problems in interpretation, emotional appeal, and reading level — all these should be considered when selecting non-textbook materials — whether for the library or the classroom. But it is becoming increasingly difficult for the classroom teacher to keep up with and assess new publications dealing with international relations.

Several organizations have recognized these problems. In recent years, successful efforts have been made to develop objective foreign relations materials designed specifically for the high school pupil. The Foreign Relations Project of the North Central Association of Colleges and Secondary Schools represents a notable effort in the direction. More than 3,400 high schools throughout the United States have enrolled in the Project, a developmental program now in its fifth year. The core of the Project's publications program is the Foreign Relations Series. To date, these booklets are the only studies authored by foreign relations experts and *edited for the high school student*. Contemporary American foreign policy issues are considered within the context of historical and geographical background. The Series may either supplement the textbook or be used as the basic instructional material for a unit of study. The Foreign Relations Series includes the following titles: *The United States and World Affairs*, *The United States and the*

Soviet Challenge, *Chinese Dilemma*, *America's Stake in Western Europe*, *Southeast Asia and American Policy*, and *America's Role in the Middle East*. New titles dealing with Africa south of the Sahara and with the United Nations are currently in preparation. The Project has also developed a Teacher's Guide to accompany each title. Another publication which supplements the Series is *Classroom Tips*, self-administered material which gives the student background information through analysis of maps, charts, and cartoons. For complete information about the Project, write to: The Director, NCA Foreign Relations Project, 259 East Erie, Chicago 11, Illinois.

Several other organizations which recognize the problem of assessing materials have established services which summarize and review current publications and resources.

- *The World Affairs Council of Northern California*, 420 Powell Street, San Francisco, California, reviews and annotates material on selected subjects dealing with world affairs. A committee of educators selects and evaluates items included in the review.

- *The World Affairs Center*, First Avenue at 47th Street, New York City 17, New York, publishes *Intercom*, a journal devoted to an exchange of "information on plans, materials, and services from private, governmental, and intergovernmental services for programs of citizen education and activity in world affairs."

- *The Minneapolis Star*, 15th and Washington Avenues, S.E., Minneapolis 14, Minnesota, in its Program on World Affairs offers to upper Midwest high schools a comprehensive guide, complete with recommended materials of instruction, for a suggested year-long course of study.

• *The New York Times* and *New York Herald Tribune* School Service Programs have enabled social studies teachers in their circulation area to do more with foreign relations education.

• *The Asia Society*, 112 East 64th Street, New York 21, New York, has developed a comprehensive service to provide teachers with representative materials on Asian nations.

• *The American Historical Association Service Center for Teachers of History* offers assistance to the classroom teacher in the form of summaries reflecting research and new interpretations in particular fields of history.

• *The Foreign Policy Association, Inc.*, 345 East 46th Street, New York 17, offers the well-known Headline Series and "Great Decisions" program, in addition to other services developed for adult education.

• *The League of Women Voters*, 1026 17th Street, N.W., Washington 6, D.C. has also developed study materials for the use of Leagues throughout the United States.

• *U. S. Office of Education*, Division of International Education, Educational Materials Laboratory, Washington 25, D.C., *Keep Tab on the Lab*—an annotated list of new materials in various curriculum areas.

Africa and Japan were among the areas covered in 1959 and available to teachers and librarians.

To illustrate further the scope of possibility vis-a-vis materials of instruction in school libraries, consideration should also be given to special interest publications. For example, Dr. Bentley Glass, renowned biologist and geneticist of Johns Hopkins University and Chairman of the National Science Foundation of Biology Curriculum Program has urged all schools to have at least one copy of *The Bulletin of the Atomic Scientists* in their library.

It should be pointed out that publications such as *Vital Speeches*, *Current History*, and the *Foreign Policy Bulletin* can be of equal value.

All of the materials and resources briefly described above may be helpful in one way or another to the classroom teacher.

In summary, a plethora of materials is upon us. But quantity has never substituted for quality, and selections of materials must be based upon educationally-sound criteria. If, through careful evaluation, only the best materials are used, they can offer invaluable aid to teachers of high social studies. Increased use of authoritative and reliable non-textbook materials can, in turn, bring about improved instruction.

1960 Book Week Streamer



MONTREAL HIGHLIGHTS

One of the exciting events for school librarians at the annual ALA conference is the State Assembly breakfast. This year was no exception. The joint meeting of Canadian and U.S.A. school librarians and their friends was highlighted in two ways: an exciting report of the many fine programs for the implementation of Standards and a provocative "Decalogue of Change."

The implementation review, presented by Gladys Lees, emphasized several points which have become apparent through the state reports of the nine pilot projects and are thus of value to all planning committees.

A Look at the Future

"The library should be the center around which things whirl," said Dr. Harold Gores, head of the Educational Facilities Laboratories, and the key speaker at the State Assembly. Dr. Gores continued in this vein to point out the role of the library as the place in the school where experimentation should begin. He presented changes in curriculum and in architecture which he has seen developing over the country in many schools and which will directly affect future library planning.

Reordering of subject matter, change in grouping and more individual study, teaming of teachers, mature environment in the classroom, school within school arrangements, ungraded and descheduled programs, electronic teaching machines, comfortable furniture and quarters, the sale of paper backs in schools and libraries — these are concepts which are being tested and demand buildings which are a far cry from the "antiseptic egg crates" which form today's schools.

The school librarian can begin now to plan for libraries with acoustical floor covering (wall to wall carpeting



Dr. Gores and Miss Elenora Alexander, Chairman of the State Assembly Committee.

for the uninitiated), lead lined drapes, comfortable furniture. She should begin to think in terms of the distribution of materials to campus type schools; of the role of the professional librarian as related to sub-librarians and clerical help. These new dimensions indicate the need for good architectural planning in new schools — an area where school librarians might do some exciting pioneering. The use of teaching machines, the constant expansion of individualized instruction, the emphasis on school environments which "give pupils a sense of being important people . . . something to live up to", all invite new methods of school library programming and services. "The chill wind of cheapness is growing weaker. The quest now is for quality in education," said Dr. Gores. "Your new Standards are superb. The library is the heart of the school. Keep it beating." The educational explosion presents a challenge to all school librarians, and a look at the future stimulates the imagination of all.

Current Research

A valuable addition to the very limited literature on state services to school libraries is the report just completed at the United States Office of Education under the direction of Mary Helen Mahar (1). Undertaken at the request of the Council of Chief State School Officers, this survey is "an analysis of the current status of State Department of Education responsibilities and services for school libraries." (p. vi) Various aspects of the work of state supervisors of school libraries have been studied in the past by advanced library school students and in workshops, for some of which proceedings were published. These studies have resulted in a limited body of information about this increasingly important aspect of school librarianship. This is the first overall survey, however, providing a picture of the present status of the service in all fifty states. Legal bases for state service to school libraries, personnel practices in providing this service at the state level, and an analysis of the nature and variety of services offered are among the major topics studied in this report. The chapter "Strengths and needs of state departments of education" brings together a useful summary and an interesting differentiation of strengths identified by states which have state supervisors and those which lack them.

An interesting suggestion emerging from this and other studies is the growing need for accreditation of elementary schools — which would presumably stimulate the provision of elementary school libraries. One of the most heartening aspects of this and numerous other studies is the evidence of awareness by educators of the need for improved school library services. For example, "State departments of education, both with and without school library supervisors, in discussing their own strengths and needs in serving school libraries, showed awareness of their importance to education, and an interest in improving State department of education programs for their development" (p. 29). This is evidenced in the present study by the participation of representatives of the Council of Chief State School Officers in the work conference to plan the study and by the expectation that the Council will in the near future produce a policy statement based on this survey; such a statement should be productive of tangible results for improvement of school library services.

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A most interesting regional study of school libraries is the school library volume of the PNLA Library Development Project Reports (2). This volume consists of five studies by a brace of research workers who have provided a surprisingly comprehensive background for the development of school library service in this widespread region. A general survey carried out by a judicious sampling of school systems, an analysis of the function of school library standards (national, regional, and state), a study of the operation of state and local supervision of school libraries, an opinion poll designed to discover the extent to which school administrators

agree with school librarians on aspects of school library administration, and a study of school and public library relationships make up the coverage of these studies.

A particularly important aspect of the book is the extent to which the findings for the Pacific Northwest are significant for the rest of the country. The reader finishes an analysis of these studies with the impression that although the Pacific Northwest is different in its geography from the rest of the country, it presents much the same needs and problems as do other states and regions—in relation to school library improvement. A careful reading of this volume will be rewarding to any person concerned with school library development in any area of the United States.

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Supervisors and individual school librarians who are planning system-wide programs of library instruction should study the first installment of an abstract of a dissertation now being distributed by the A. J. Nystrom Company (3). The abstract presents a recommended outline for instruction in geography from fourth through twelfth grades, with specific placement of map skills, time concepts, reasoning concepts—many of which are frequently or (ought to be) taught cooperatively by school librarians and classroom teachers. The first issue referred to below contains the outline of scope for grades four through six; the Nystrom Company plans to print the rest of the abstract in forthcoming issues of its newsletter *Transition*. Among other new trends in education is an apparently greater emphasis on the separate teaching of geography and history (as evidenced, for example, by news of an experiment in

Des Moines, Iowa in the *New York Times*, May 29, 1960). Dr. Casper's findings should for this reason have special interest to curriculum planners and school librarians.

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- (1) Mahar, Mary Helen. *State Department of Education Responsibilities for School Libraries*. U. S. Department of Health, Education and Welfare, 1960. (OE-15006 Misc. No. 35) 41 p. 35 cents.
- (2) Darling, Richard L. and others. *Elementary and Secondary School Libraries of the Pacific Northwest*. (Volume II, Pacific Northwest Library Association Library Development Project Reports) Distributed by University of Washington Press, 1960. 330 p. \$6.50.
- (3) Casper, Bernice M. "Scope and Sequence of Geographic Education in the Modern School Curriculum Grades Four through Twelve." *Transition*, Vol. 2, No. 3 (1960) Apply to Editorial Department, A. J. Nystrom Co., Chicago 18, Illinois.

**Story Telling
records and
filmstrips of
Millions of Cats,
Mike Mulligan,
Make Way for
Ducklings, etc.**

FREE CATALOG

WESTON WOODS

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Added Entries

Professional Shelf

► Abernethy, Francis E. "The Case For and Against Sci-Fi", *Clearing House*, April 1960, pp 474-77. Plagued about what to do concerning science fiction? A discussion of the pros and cons of this form of literature along with a suggested bibliography of books representative of "most of the best authors and their best works".

► Colbert, Charles R. "Perception Core School", *Nation's Schools*, March 1960, pp 79-87. An imaginative design for a building to accommodate the secondary school organization proposed in *Images of the Future*. Librarians will be intrigued to note the physical arrangements for the library services in this school and the comments concerning the function of the librarian in such a school.

► Klingmeyer, Faye M. "Paperbacks and Hardbacks", *Clearing House*, March 1960, pp 415-16. "What the librarian is doing by selling paperbacks is what she is hired to do: She is putting good literature into the hands of her patrons upon demand." A senior high school librarian reports on the use and sale of paperbacks in her school, an interesting project but one that each librarian must clear with her board of education.

► Mahar, Mary Helen. "Reading Aloud and Storytelling", *School Life*, March 1960, pp 24-25. The joy experienced by both the adult and the child in a storytelling relationship is

brought out here. A bibliography lists materials for help in storytelling: books on how to tell stories, stories to tell, and records of experts telling stories.

► O'Melia, Pauline A. "Plant Planning Affects Use of Instructional Materials", *Educational Leadership*, April 1960, pp 432-38. A member of the ASCD Commission on Instructional Materials discusses the close relationship between planning of school facilities and the instructional materials program. She includes a check-list of classroom facilities which are basic to good use of materials in the classroom and also outlines essential provisions which need to be made for a central location within each building in which storage, circulation, examination and use of materials may be carried on.

► "The Printed Word: Have New Educational Tools and New Teaching Techniques Rendered the Book Obsolete?", *Overview*, April 1960, pp 39-43. An article looking at the question in terms of libraries and resource centers; teachers and textbooks; textbook-makers and the "national curriculum"; and paperbacks and workbooks. Tentative answer: books aren't obsolete, but a book is! In the same issue p. 101 carries "Focus on Elementary School Libraries" by R. T. McGee, principal of Los Alamos (New Mexico) Elementary School.

► Trenholm, A. K. "Materials Assist in In-Service Growth", *Educational Leadership*, March 1960, pp 347-50. That an organized collection of materials is a "must" is promoting sound teacher in-service education programs is the contention of the director of the Department of Instructional Materials of the Portland (Ore.) Public Schools. Librarians will be interested in the uses to which Trenholm has put a great variety of materials.

► *The Use of Paperbound Books* (National Council of Teachers of English, 508 S. 6th St., Champaign, Ill.) reports the information gathered from more than 2000 responses to a survey sent to public and private elementary and secondary schools covering uses and problems connected with these soft-cover materials.

► Veatch, Jeanette. "In Defense of Individualized Reading", *Elementary English*, April 1960, pp 227-34. A critique of an article by Dr. Paul Witty which will be worthwhile reading for those school librarians interested in this program and its implications for school libraries.

► Wigren, Harold E. "Media for Tomorrow's Schools", *Educational Leadership*, May 1960, pp 495-502. Although there is only one paragraph on books, all school librarians will be interested in this picture of new learning tools and procedures that we may be using sooner than we think!

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* *Cataloging and Processing Procedures for Elementary School Libraries*. (Department of Library Science, Chicago Teachers College, 6800 Stewart Avenue, Chicago 21). Although designed specifically to serve as a manual of recommended policies and procedures for processing various types of materials in the libraries of the Chicago Public Elementary Schools (and as a syllabus for use at the Chicago Teachers College), this publication should be found useful by school librarians in other communities. Of particular help will be the sections devoted to audio-visual materials. Single copies are \$1.00.

* We refer you to the National Aviation Education Council (1025 Connecticut, N.W., Washington 6.) for aerospace materials. Recent publications of interest are *Pictures, Pamphlets, and Packets* (free) a listing of

free and inexpensive materials and *1960 U. S. Aircraft, Missiles, and Spacecraft* (\$1.00). Write for information about the NAEC library service.

* You may also wish to inquire about a new monthly news magazine of astro-science. Write to *Space World*, 157 W. 57th, N.Y. 19.

* "Outstanding Education Books of 1959", *NEA Journal*, May 1960, pp 54-57. Compiled by members of the Education Department of the Enoch Pratt Free Library in Baltimore in cooperation with "educational authorities". In the same issue (pp 34-36) "Bibliotherapy for Handicapped Children" includes a short list of titles found useful with elementary and junior high school youngsters.

* Those who supervise library school students doing their practice work in school libraries will want to see *Supervising the Student Librarian*, Bulletin No. 914 issued by the State Department of Education, Baton Rouge, Louisiana.

* *When Children Move From School To School*, (Association for Childhood Education, International, 3615 Wisconsin, N.W., Washington 16. \$.75) includes a good list of titles which will enable other youngsters to appreciate the problems of newcomers to their school.

Audio-Visually Speaking

Edward T. Schofield, who has reviewed the audio-visual material for this column, is Supervisor, Department of Libraries and Audio-Visual Aids, Board of Education, Newark, New Jersey.

• Inbody, Donald. "Maps and Globes: A Story of the Earth", *Elementary School Journal*, February 1960, pp 270-73. Emphasizing the wealth of ideas to be found on a map or a globe, the author deplures use of tools merely to find names and loca-

tions. The article explores such ideas as (1) concepts children need early in map study; (2) when to begin map-reading; (3) criteria for selecting a globe; (4) study of map symbols; (5) integration of map study with other information.

• *They See What You Mean: Visual Communication with the Overhead Projector* (Ozolid Audio-Visual Department, Div. of General Aniline and Film Corp., Johnson City, N.Y.) An excellent tool for the instructional materials center. Ranges from basic principles to use of skills necessary for making transparencies.

• *Teaching Machines*. Helpful tool or monster! Your reaction to "teaching machine" may be one or the other of these two concepts, or your feelings may lie somewhere in between. In any event the librarian will desire information on this phenomenon which may represent "a major breakthrough toward the emancipation of the teacher to fill his proper instructional role."

A supplement to the *AV Communication Review* (Department of Audio-Visual Instruction, NEA, 1201 Sixteenth St., N.Y., Washington 6., 80; \$1.50) contains the most complete collection of data in this field. Primarily this publication is an annotated bibliography, however the introductions is most valuable in orienting the reader to the uses of the teaching machine. Another approach to the "industrial revolution" in teaching is provided in *Time, Talent, and Teachers* (Ford Foundation, 477 Madison Avenue, New York 22, apply), a pamphlet which discusses the team-teaching experiment, involving the senior teacher, the less-experienced teacher, the teacher assistant, interns and non-professional aids. The manual also explores the role of electronics and architecture for new methods of organization and scheduling.

Harper

BOOKS FOR YOUNG ADULTS

YOU LEARN BY LIVING

By ELEANOR ROOSEVELT. "A superb book of inspiration for daily living". — *Publishers' Weekly*.
LC 60-10416. \$3.95

WINDOWS IN THE WOODS

By HEINZ SIELMANN. A naturalist's year of remarkable discovery in studying the life cycles of birds; illustrated with 64 superb photographs, 4 in full color.
LC 60-10432. \$4.95

FAMILIAR INSECTS OF AMERICA

By WILL BARKER. *Illustrated in color and black and white by Carl Burger*. This accurate, lively guide to the common insects of city and country is a handsome companion to *Familiar Animals of America*.
LC 60-8525. \$4.95

AMERICAN FORUM: SPEECHES ON HISTORIC ISSUES, 1788-1900

Edited by ERNEST J. WRAGE and BARNET BASKERVILLE. The first volume of a 2-volume anthology covering the great speeches on both sides of major American issues.
LC 60-7019. \$7.50

NINE PLANETS

By ALAN E. NOURSE, M.D. A guide to the planets, their satellites, their sun, and the nature of the universe. "Altogether fascinating." — *Saturday Review Syndicate*.
LC 60-8539. \$3.95

HARPER & BROTHERS

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News from the States

AWARDS AND HONORS

Two outstanding school librarians received special awards at their state library association meetings this spring. Elenora Alexander, Director of School Libraries, Houston, Texas, and a past-president of AASL, was designated "Librarian of the Year" by the Texas Library Association. She is the first person named for such an award by TLA. The Arizona Library Association named Mrs. Dixie Thompson, Director of Instructional Materials, Osborn District, Phoenix, as the outstanding Arizona librarian of the year.

Four other school librarians are currently serving as presidents of their state library associations: Martha Jule Blackshear, School Libraries Consultant, Alabama State Department of Education, President of the Alabama Library Association; Mrs. Percy Jones, Miller County High School, Colquitt, Georgia, President of the Georgia Library Association; Miriam Peterson, Director of School Libraries, Chicago, Illinois, President of the Illinois Library Association; and Ruth Junkin, Library Supervisor, Austin, Texas, Public Schools, President of the Texas Library Association.

ARKANSAS: As a part of the implementation activity in this pilot project state, two group meetings on the school library were held during the

state ASCD institute. Freddy Schader reports that an especially effective program technique was the use of informal "conversations" between two speakers instead of the more conventional set speech as an information-giving device. School librarians are pleased also over a request from a newspaper editor for full information about school library standards and the "pilot project" and what this will mean for the state.

CONNECTICUT: Activities of the CSLA Standards Implementation Committee, chaired by Marlyn Davis, have included the mailing of a letter about the standards to nearly 3,000 members of boards of education, superintendents, curriculum supervisors, independent schools, state teachers colleges and others. The committee is also issuing a periodic Newsletter reporting activities to all Connecticut school librarians.

FLORIDA: Other states may wish to develop materials similar to "Bring the World Into the Classroom", a collection of 35 slides and a tape, designed for use in Florida, which shows: (1) the services of a modern school library; (2) classroom use of instructional materials; and, (3) the need in Florida for centralization of services, budget increases, and additional space for school library programs. Since the material can be presented in ten minutes it has proved most useful as a starting basis for a discussion of local needs and the achievement of standards. Simple and inexpensive to prepare, such a presentation could be useful for various groups and types of meetings. Florida has been designated as a pilot project state for 1960-61 and is working on a School Library Improvement

Program sponsored by the Florida Association of School Librarians, the Florida State Department of Education and the Florida State University Library School.

ILLINOIS: A part of the Proviso Township (Maywood, Illinois) Curriculum Program has been the development of a library curriculum guide which has been approved by the several school districts cooperating in the program, and which, it is hoped, will be the basis for a quality school library program geared to the new standards.

INDIANA: Late in spring the Indiana School Librarians Association, the Indiana Association for Supervision and Curriculum Development, and the Indiana Audio-Visual Instruction Directors joined forces for a cooperative conference on "Improving Learning Opportunities". This conference constituted the annual meeting of each of the three participating organizations and was a big step toward improving communication between three groups concerned with instructional materials. Such a meeting could become a possible goal for other school library associations to consider. Conferences of the same general nature and sponsored by the three groups have been held in Michigan, Texas and in the New York area.

MARYLAND: An evaluation form developed in the Library Services Department of the Baltimore County Schools was completed for every school library in the district by the school librarian, administration and faculty of each building as a first step in implementation of the new school library standards. A good idea for

other school systems and school libraries.

MASSACHUSETTS: The April 1960 issue of *Random Notes For School Libraries*, published by the Division of Library Extension of the Massachusetts Department of Education contained the program of the MSLA, an article emphasizing the standards, and excerpts of a speech on communication (books and school libraries) by the Commissioner of Education. The issue was sent to all superintendents and secondary school principals in the state in addition to the usual mailing list.

MICHIGAN: A second School Library Consultant position on the staff of the State Library of Michigan has been created by the Michigan State Board for Libraries. Mrs. Mary Ann Hanna, formerly high school librarian in Alabama and Georgia, was appointed to the position in June.

TEXAS: A series of articles on the standards, written by administrators, supervisors, and teachers is planned for 1960-61 issues of *The Texas Outlook*. All library training institutions in the state have been contacted about including the standards in their plans for workshops, clinics and other programs which they sponsor. Travis Tyer also writes that the national standards have been used effectively in up-grading state standards.

VERMONT: Janice J. Byington, formerly librarian of the Burlington (Ver.) High School and President of the New England School Library Association, has recently been named as School Library Consultant for Vermont and is on the staff of the Free Public Library Commission, Montpelier.

Book Reviews

This column was initiated in the May 1960 issue, upon decision of the editorial board. It is our aim to present herein reviews of professional publications in the fields of education and librarianship which will provide constructively critical appraisals of these books and their significance for the school library field. Publishers are invited to send books for review to Mary V. Gaver. Comments from our readers are welcome.

Shores, Louis. *Instructional Materials: An Introduction for Teachers*. Ronald Press, 1960. 408 p. \$6.50.

Louis Shores, Dean of the Library School of the Florida State University, has written a simple, straightforward account of the contents and operation of a materials center, together with clear directions for the use of instructional tools in the classroom. Three major sub-divisions of the text—the world of print, the world of graphics, and the world of sight and sound—constitute the organizational framework for this presentation of a wide variety of teaching aids. A fourth section describes briefly the equipment and the housing requirements of materials centers in the classroom, in the school materials center, and in the systemwide center.

One of the more obvious merits of *Instructional Materials* is the clear-cut pattern for orienting the prospective teacher (and the teacher in service, too) in what might otherwise well be a welter of confusion. True, the format is not as impressive, nor glossy, nor so profusely illustrated as some recent publications, but the user of the book can find exactly the data needed with a minimum of searching. The case histories of teacher utilization are there in a brief and pointed fashion, but they do not dominate the scene, beclouding the basic information with which the intelligent teacher is primarily concerned. Pertinent data are assembled along a common line of action: "there is a definition, an estimate of po-

tential, some historical background, criteria and sources for selection, representative examples and suggestions for utilization." The readability of this volume is further increased by large, clear type, frequent sub-headings and short paragraphs. Footnotes have been eliminated in favor of an extensive bibliography in the appendix and suggested important first references for reading at the end of each chapter.

The discussion of the motion picture in chapter ten is typical. Motion pictures are defined and their unique contributions are summarized generally in a few introductory paragraphs. The extent of educational film use is estimated and costs of rental and purchase are compared. The film is given a physical analysis in terms of length, color, sound and photographic techniques. Form classifications with a few appropriate illustrations follow. The process of evaluating a motion picture is explored and an evaluation checklist is emphasized. Aids to selection are listed. Samples of classroom utilization are cited. Nine succinct paragraphs then provide guidance in the use of the projector. The reader is not exposed to the threading diagrams of all the major sixteen-millimeter projectors. He is not prepared to become a film technician nor a gadgeteer; but he has been oriented in the fundamental facts about the film as a teaching instrument—not a scientific marvel.

Almost half of *Instructional Materials* is devoted to the world of print—the textbook, the reference book, the reading book and serials. This facet of the book places it in marked contrast to other instructional materials references for teachers, although it is clear that several other new texts in the field have expanded this area of consideration markedly beyond older volumes. In this sense it compares—on a modified scale—to Carter Alexander's monumental *Locating Educational Information*.

The introductory chapter defines and recapitulates the Dewey Decimal Classification system. It provides an example for citing nearly every kind of bibliographic reference required for listings of books, films, recordings, slides, maps, etc. It was disappointing to discover, though, that teachers were urged to use a form for entering periodical references which is at odds with the arrangement the teachers will find in the *Readers' Guide* and the *Education Index*.

Shores urges the adoption of a policy of cooperative selection and evaluation of all teaching materials. To re-enforce this desirable aim the teacher is introduced to many bibliographic aids formerly used by

librarians in the seclusion of their offices or workrooms. Teachers who study this text will want to use the *Children's Catalog* and many other library tools, some of which may be missing in school libraries, but which will be necessary as teachers become more knowledgeable regarding bibliographic source materials.

Instructional Materials has grown out of the unified concept of administering audio-visual and library services. The author has pioneered this practice which is still considered in some quarters as controversial, but throughout the book stress is placed on the teacher-user rather than the administrator. The author states: "The teacher must know how he can effectively use all . . . materials to increase his effectiveness in the classroom."

Shores, however, believes that "the trend is away from the concept 'library' and 'audio-visual center' in our schools." The final chapter on "The Teacher and the Materials Center" proceeds on this assumption. In each level of service — the classroom, the building center and the system center — unified practices are in evidence. The units of library instruction outlined for the classroom teacher and librarian integrated the utilization of all types of materials. The subjects covered, therefore, in the suggested curriculum include not only the arrangement of books, but also pictures, slides and filmstrips, motion pictures and recordings. The teacher is aided in adapting the classroom for all kinds of teaching materials. Accessories for storing, displaying and projecting are described. Comparable, but enlarged, facilities are delineated for the building materials center.

In the portion of the final chapter discussing system-wide centers helpful directions are given on planning and housing the varied types of collections. The scope of services available through the center also includes facilities for production of locally-needed materials. Finally, consideration is directed to the professional preparation deemed desirable for the teacher who would like to become the administrator of an instructional materials center. Librarians and audio-visual specialists will be interested in examining the scope and sequence of learnings recommended for this relatively new type of professional position in the field of education.

For the teacher who will seriously and thoughtfully read the eleven chapters describing the whole spectrum of teaching tools, there is enough know-how to provide a guide through the multi-sensory approach

to classroom instruction. If the same teacher will also pay heed to the information contained in the introductory chapter and the final discussion on materials centers, all librarians, coordinators of materials centers and audio-visualists will experience a much more satisfactory relationship in serving the needs of that teacher.

Edward T. Schofield, Supervisor of Libraries and Audio-Visual Education, Board of Education, Newark, New Jersey.

Thomas, R. Murray and Swartout, Sherwin G. *Integrated Teaching Materials*. Longmans, Green, 1960. \$6.95.

School librarians will be eager to examine this publication. The subtitle, "How to choose, create, and use them," indicates the scope of the book undertaken by the authors. In the Introduction they point out a lack, which all librarians have recognized, of a book in this field which would give attention to reading materials as well as audio-visual media. These authors proposed to remedy this lack with a book which includes a chapter on textbooks, one on reference and supplementary books, and one on current reading materials.

Opening chapters on the communication process and selection methods have a good focus on the importance of objectives, but fail to establish the concept of integration in the several examples drawn from actual teaching situations. Little or no guidance as to choice of one medium over another is indicated. The concept of integration of materials is the most obvious lack in the volume. One medium after another is considered, its value and its weaknesses well presented, and its uses illustrated from a variety of teaching situations, but there is little carry-over from the presentation in one chapter to another, and many excellent opportunities to establish the concept in the illustrative teaching examples are missed.

Four chapters make up section II, "Reading or Text Materials," and it is recognized that these materials continue to be the most prominent learning resources.

The first chapter, on "Textbooks," is a useful treatment of the views of both advocates and critics of the textbook, the various patterns of textbook selection, and some illustrations of plans where textbooks are used in various ways to meet many objectives. Here there is some evidence of integration of other media with the textbook, but only as enrichment for a unit. There are no criteria for evaluation except in terms of the critics of the textbook as a teaching tool.

The following chapter, "Reference and Supplementary Books," treats encyclopedias, dictionaries, and atlases, and has several pages on ways of using reference books which might prove useful to a new teacher. Tradebooks are treated in one paragraph as "often useful supplements" with no indication of great resources to be tapped by the informed teacher. A dubious list of encyclopedias most useful in elementary schools is included, and a similar, shorter, but more reliable list for senior high schools.

"Current Reading Materials," the next chapter in this section, includes magazines, pamphlets, newspapers and comics. Most of the justification for the section on comics is based upon the questionable assumption that comics are easy to read. A useful survey of the varieties of pamphlets available is included but the list of selection sources does not include such standard aids as the *Supplement to the Standard Catalog for High School Libraries, Booklist*, or *Vertical File Index*.

The chapter on "Creating Reading Materials" is well developed and is especially strong in the presentation of duplication processes, and illustrations here include well selected diagrams. This is true of all the section on creating materials.

Throughout the text there is an assumption that a library is available and that printed materials, but never non-print materials, can be secured there. Both school and public libraries as resources of printed materials are referred to regularly. Only in one instance, however, is the library conceived to have a role as an instructional materials center. In the last section of the book there is a description of five different types of administrative organizations and one of these is described as a library—the center of basic teaching materials program. Nowhere else is this concept recognized. Otherwise, administration is discussed in two separate areas—audio-visual and library services. The latter is covered in six pages. No quotations from any official standards are given but the authors point out that they have used state, regional, and library association standards as sources for developing desirable practices. A table of quantitative standards for book collections and for library personnel is given, and was apparently drawn up by the authors themselves. It is obviously based on the 1945 standards of *School Libraries for Today and Tomorrow*, with \$1.50 per pupil as the recommended budget unit. The fulltime librarian is described as one having 24 hours of library science. In a section headed "Eval-

uating Library Services" there is a good emphasis on the role of the librarian as a consultant for teachers. No mention is made, however, of any of the standard evaluation instruments, e.g., *A Planning Guide for the High School Library Program*, and the subject is dismissed with a few suggested questions to be asked of teachers as an example for a form of evaluation. It is most regrettable that the authors did not choose to provide themselves with authoritative information about school libraries today.

Obviously this book will be a great disappointment to librarians. We need very badly a book which will do exactly what the authors proposed to do—give some guidance in the selection of the most appropriate teaching aids and in the integration of the many educational media into the best possible learning situation. This book will have many uses for the audio-visual program, and it will be of special help for the classroom teacher who needs guidance in creating teaching materials. It will do a great disservice to all teachers and administrators who will have only a glimpse of what a program in the modern school library provides by way of teaching resources and will not have even an introduction to the great area of tradebooks as resources for the instructional program. This book will appear on many bibliographies and on many school shelves. Librarians should make themselves acquainted with its weaknesses and make these known to professional colleagues.

Sara I. Fenwick, Assistant Professor, Graduate Library School, University of Chicago.

COVER PICTURE



This reproduction of the Book Week poster is a delightful reminder to all school librarians of an important celebration in the fall calendar of library events. Courtesy, Children's Book Council.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS Board of Directors, 1960-61

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- Miriam E. Peterson, Director, Division of Libraries, Chicago Public Schools, 228 N. LaSalle Street, Chicago 1, Illinois (1962).
- Margaret Rutherford, Assistant Supervisor of School Libraries, State Board of Education, Richmond 16, Virginia (1964).

NEW FILMSTRIP AVAILABLE

Remodeling the Elementary School Library, Produced by the Baltimore Board of Education for the Committee on Planning of School Library Quarter, Buildings and Equipment Section of the ALA Library Administration Division. 1958. 63 frames in color. \$6.50. For sale from the ALA Publishing Department, 50 East Huron St., Chicago.

SCHOOL LIBRARY ACTION

(Continued from Page 23)

Looking back, the Action committee is aware that only a small beginning has been made, but it is encouraged. It is confident that the junior high librarians, appointed temporarily, will justify their existence and point the way toward professional librarians in all junior high schools.

Looking ahead, the committee anticipates the appointment of a supervising director of library services who will set standards, coordinate services, and spark a dynamic school library program. With Action committee leadership, informed citizens will continue to keep school library needs before the public and remind Congressional committees that library services are an essential part of quality education for all children in the D. C. public schools.

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ALDIS, Dorothy

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- QUICK AS A WINK. *Illustrated by Putnam.* A new collection of verses about the world of children. 5½x8, 96 pp., Putnam. LJ, UC. Grade Level K-3. Age Interest 4-8. Net \$2.19

BERGAUST, Erik

- †FIRST MEN INTO SPACE. *Illustrated with photographs.* The latest account of Project Mercury. 7¼x10¼, 64 pp., Putnam.* Grade Level 5 up. Age Interest 10 up. Net \$2.19

KEY TO RECOMMENDATIONS AND SYMBOLS

- A American Library Association Booklist
- CC Wilson Children's Catalogue
- CS Child Study Association
- H Horn Book
- LJ Library Journal
- UC Bulletin of the Center for Children's Books, University of Chicago
- ★ Especially recommended
- ★★ Doubly recommended
- † Eligible for Purchase under National Defense Education Act
- * Published too recently for review

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DOCH, Marie Halun

DINOSAURS. *Illustrated by George F. Mason.* The story of dinosaur's role in the history of the world. 6½x8½, 48 pp., Coward. A, CC, L.J, UC. Grade Level 3-5. Age Interest 7-10. Net \$2.52

CHHEIMER, Naomi

NIGHT OUTDOORS. *Illustrated by Dorothy Teichman.* Easy-to-read story of a first camping trip made by a family of four. 6½x8½, 48 pp., Putnam. * Grade Level 1-3. Age Interest 6-8. Net \$2.52

CK, Pearl S.

THE CHINESE CHILDREN NEXT DOOR. *Illustrated by William Smith.* The story of a family of girls whose dearest wish is for a brother. 9½x8½, 64 pp., John Day. A, CC, ★L.J. Grade Level K-3. Age Interest 5-9. Net \$2.81

THE CHRISTMAS GHOST. A new Christmas Story for young children. *Illustrated.* 6½x8, 40 pp., John Day. * Grade Level K-3. Age Interest 5-8. (November). Net \$2.81

BUEHR, Walter

—†**CARGOES IN THE SKY.** *Illustrated by the Author.* From the first air shipment in 1910 to the dramatic Berlin Airlift—and the amazing plans for the future. 6½x8½, 64 pp., Putnam. A, L.J. Grade Level 3-6. Age Interest 8 up. Net \$2.68

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In surveying the events and activities of the past year, I realize that I have never had a more enriching, rewarding or busier year than the one just drawing to a close. As president, one receives the full impact of the magnitude and effectiveness of the program carried on by AASL. I should like to pay tribute to the many members who have served so faithfully and willingly. It is through the manifestations of their cooperation, loyalty, energy and devotion to their profession that AASL continues to gain stature and dignity. Accomplishments are effected through the excellent team work of the members and through the superior leadership and assistance of our tireless executive secretary, Eleanor E. Ahlers, who has been truly dedicated to her work.

The year of 1960 marks the point at which one great milestone was reached. *Standards for School Library Programs* was published in March bearing the final blessing of Frances Henne, Eleanor Ahlers and other stalwart members who brought this tremendous project to final fruition. This publication has won acclaim already and is one of which every school librarian can be proud. Now, it is up to each of you to make the most effective use of these Standards to develop better school library services for the boys and girls of this nation.

Another major activity of AASL is the continuing program of the Professional Relations Committee. AASL and school librarians in general are beginning to reap the benefits of this important program. Involvement in the programs of other educational organizations indicates an increasing awareness of and interest in school libraries by administrators and teach-

ers. It is vital that AASL continue to build sound professional relations with many organizations to bring further understanding of school library programs.

In the 1959-60 budget request, our publication *School Libraries*, was given top priority and has been continued as a separate publication.

You have noticed the improved and amplified contents. The editorial staff hopes to increase the usefulness of *School Libraries* to all people interested in the school library program.

Unfortunately, space does not permit a detailed report of the many facets of all the excellent work being carried on by our committees. I can only say that the details give evidence of the cooperation, industry and high professional spirit that characterize the work of our school library leaders.

Mrs. Ailine Thomas, Chairman of the AASL committee for National Library Week, reports that AASL state representatives were appointed in all but one state this year. She has received reports from forty states reflecting the activities of almost 2000 schools. Many took advantage of the opportunity to implement the new Standards.

The Elementary School Libraries Committee continues to serve in an advisory capacity to Dr. Hilary Deason, Director of the Library Program of the American Association for the Advancement of Science. The success of the first year of the Traveling Science Library for Elementary Schools has warranted a continuation of that program. Another successful venture of this committee resulted in the pub-



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lication of a supplement on the elementary school library in the November 1959 issue of *The Instructor*. The avalanche of requests for reprints and the reactions to this issue have resulted in an additional request from the editor for help in preparing another supplement on some pertinent phase of elementary school library development. Ruth Foy and her committee are to be commended.

The Instructional Materials Committee completed its review of a bibliography for the slow reader, prepared for AASL by CSD and YASD and distributed this year. Jean Crabtree, chairman, also assisted with the *Purchase Guide* prepared under the direction of the Council of Chief State School Officers, for those schools participating in the NDEA program under Title III. Her committee will assist with the revision of the *Purchase Guide*. A significant development of this cooperative effort has resulted in the appointment of Elizabeth Hodges to the original Committee of Seven, an advisory committee of the Chief State School Officers and responsible for the production of the above publication.

Mary Louise Mann, chairman of the Stern Family Fund ad hoc Committee, made a study of the questionnaires submitted by the schools which took part in the 1958-59 project. A copy of the results was sent to each of the fifty-seven schools participating this year with a view to giving them suggestions for better implementation of the project. The chairman also wrote an article for the January, 1960 issue of *School Libraries*. From a more detailed questionnaire, another study will be made this fall and submitted to the AASL Board of Directors as well as to the Stern Family Fund to complete this project.

Othella Denman, chairman of the

Student Assistants Committee, has continued her fine work by assisting states seeking information concerning the formation of state associations. A 1960-61 roster is in preparation. Another significant accomplishment was the representation of eleven student assistants at the 1960 White House Conference on Children and Youth.

Much of the success of any organization depends upon the effective work of its committees whose functions must be clearly defined as they were several years ago in AASL. In addition, most committees need an individual manual setting forth policies, procedures, projects completed, plans for future activities and copies of progress reports submitted to the AASL Executive Board. Such manuals have been developed by the Professional Relations committee, the Exhibits Committee, the *School Libraries* editorial board and the Archives Committee. It is hoped that other committees will prepare similar manuals to be kept as a permanent record of their work and to insure continuity of program.

This report would not be complete without mentioning that AASL is currently cooperating with two other national organizations in the preparation of pertinent publications. One of these is the American Personnel and Guidance Association and the other the NEA Department of Rural Education.

It has been a distinct honor and privilege to serve as your president and to have the opportunity to help keep the machinery of such a vigorous organization in motion.

Esther V. Burrin

Past President

BUSINESS PROCEEDINGS OF AASL

Membership Meeting. Approximately 400 attended the AASL business meeting Monday morning, June 20. Esther V. Burrin, president, presided.

Brief reports were given by Kenneth Vance, treasurer, by Ruby Martz, member of the Elections Committee, by Mrs. Lillian Batchelor on the status of NEA affiliation.

In the absence of the chairman, Jean Lowrie announced the Grolier-American Scholarship Awards which were presented by Miss Burrin to Mrs. Florence Cleary, Department of Library Education, College of Education, Wayne State University, and to Dr. Ralph Shaw, Dean, Graduate School of Library Service, Rutgers University. Diane Rockwood, recipient of the undergraduate award at Wayne State University was introduced.

Mrs. Georgia Cole, chairman of the Professional Relations Committee, reported that AASL had been represented at nineteen national education association meetings, including exhibits, school library consultant service and participation in programing. She pointed out that new forms and the manual of procedures had been completed.

In the report presented by Mary Gaver, chairman of the Standards Implementation Committee, many aspects of the work of the committee were described—production of materials, including a promotional leaflet, discussion guide, evaluation sheets, etc.; pilot programs in nine states; a press luncheon in New York to introduce the standards; preparation of a proposal for foundation funds to continue the implementation program; assistance to forty-three state groups planning programs; cooperation of many groups of librarians and educators.

After a presentation made by Rheta Clark, member of the Bylaws Committee, the Bylaws as printed in the May 1960 issue of *School Libraries* were approved by the membership to replace the old Bylaws adopted in 1955.

The executive secretary reported on the activities of the AASL office during the past year. (A summary of this report is given on page 15). A report of the activities of the Association was read by the president. (A summary is given on page 52).

Mrs. Helen Bennett, chairman of the Committee on Professional Status and Growth, read the resolution on "Teacher Education in the Use of Instructional Materials" accepted by the Board in June 1959. The membership voted to approve the resolution as printed on page 36 of the October 1959 issue of *School Libraries*, with the

addition in next to the last paragraph of "libraries and of" preceding "printed and audio-visual materials."

A resolution of appreciation to our Canadian hosts was presented by Mattie Ruth Moore and approved by the membership. The resolution of appreciation to Frances Henne and Ruth Ersted, co-chairmen of the new school library standards, read by Jessie Boyd, was approved with the understanding that copies should be sent to Miss Henne and Miss Ersted and inserted in the official minutes.

Announcements were made by the executive secretary, followed by the presentation of the gavel by Miss Burrin to Elizabeth Williams, incoming president, who made a brief speech of acceptance.

Board of Directors. The first meeting of the Board of Directors was called to order Monday evening, June 20, by the president, Esther V. Burrin.

The chairman of the Standards Implementation Committee, Mary V. Gaver, discussed with the Board the status of the foundation proposal and the continuation of the standards "pilot programs" for the coming year as outlined by the members of her committee in session the preceding day. Frances Sullivan, chairman of Reading and Library Service of the National Congress of Parents and Teachers, was introduced and pointed out that the PTA is anxious to cooperate in the promotion and interpretation of the new school library standards.

Elenora Alexander, past president, in reporting on the PEBCO sessions explained the budget cuts which included \$1,000 from the AASL Standards Promotion line and \$200 from Professional Relations. AASL was, however, granted the position of a half-time professional assistant to the executive secretary.

Mrs. Helen Bennett, chairman of the Committee on Professional Status and Growth, led a discussion about the use to be made of the resolution on teacher education in the use of school libraries and instructional materials accepted by the membership earlier in the day. A news release, policy statement, and institutions and agencies to be contacted were all discussed. It was then voted that a committee of the Board meet with Mrs. Bennett to draw up specific suggestions and report back to the Board at a later time.

Kenneth Vance, chairman of the Board committee charged with drawing up a statement of AASL's concern about the

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assignment of responsibility for materials, commented on the first draft previously distributed. After some discussion, it was voted that a revision based on the discussion be presented for further consideration at a future Board meeting.

Jean Crabtree, chairman of the Instructional Materials Committee, reported that she had assumed the chairmanship of the working committee to revise the list of printed materials for the *Purchase Guide* of the Chief State School Officers and that Elizabeth Hodges would serve as the official representative on their Committee of Seven. Miss Crabtree stated that her committee had sent out letters to more than 200 school library supervisors requesting information about policy statements on instructional materials and had discovered that only five could be classed as real policy statements. The statement drawn up by the committee regarding patterns of policy-making was read and criticized. Miss Crabtree was asked to revise it and bring it back for further study by the Board.

In her report on *School Libraries*, the editor, Jean Lowrie, pointed out the changes made in the magazine this past year and plans for 1960-61 to include a series of articles on elementary school libraries. Miss Lowrie and her staff were commended for the improvements made in the magazine.

The second meeting of the Board was held Tuesday afternoon, at which time the AASL program as related to the ALA Goals for Action, the statistics needed in the school library field, and federal legislation relating to school libraries were all discussed in some detail.

Mrs. Margaret Hayes Grazier, chairman of the Secondary School Libraries Committee, reviewed the outline proposed for a joint publication with the National Science Teachers Association. The draft was approved with minor changes.

In her report of the activities of the AASL International Relations Committee, Nancy Jane Day, chairman, stated that the list of "Going Places"—names of school librarians in foreign countries for U. S. personnel to visit—was in the process of revision. The Board approved mimeographing of this list instead of printing for the present, due to the cut in budget.

Reports were given by Eloise Rue, chairman of the Publications Committee, on the many contacts made with library and educational periodicals with regard to placing of articles; by Ethel Leigh Joyner, co-author with a representative from the American Personnel and Guidance Association on a

leaflet entitled *Librarians and Counselors Working Together*; by the executive secretary on the progress of the leaflet to be published jointly with the NEA Department of Rural Education; by Carolyn Whitenack on the tentative contents for the February 1961 *ALA Bulletin*, for which she will be guest editor.

After a report given by Miss Whitenack on the Educational Media Council, on which ALA is represented, it was voted that the AASL-ACRL-DAVI Joint Committee be continued for one year in an inactive state until it is known what the work of the Educational Media Council will be.

Miss Alexander announced that Charlotte Coye would replace her as chairman of the State Assembly Planning Committee and would notify the members about the provision in the new Bylaws that the representatives to the State Assembly in the future will be elected or appointed by the state associations and serve for a three-year term. It was suggested that these terms be staggered for one, two and three years in each region in order to have continuity.

It was voted that a job analysis for the new position of professional assistant to the executive secretary be made by a committee of the Board. It was voted that the committee for the Revision of the 1945 Standards be dismissed with thanks.

The new Board convened Thursday evening, with Elizabeth Williams, president, presiding.

The chairman of the Elementary School Libraries Committee, Ruth Foy, reported on the meetings of her committee with Dr. Hilary Deason of the American Association for the Advancement of Science and with the editors of *Instructor* magazine, with both of whom projects are being developed. Suggestions were made by the Board for other activities for the committee.

Jane Strebel, chairman of the Awards and Scholarships Committee, reported that the ALA Executive Board had requested that AASL not contact publishers with regard to initiating additional scholarships for school librarians at the present time. Suggestions relating to working with the State Assembly and the PTA scholarship program were made to Miss Strebel.

After the report on the White House Conference on Children and Youth given by Miss Burrin, it was voted that follow-up activities be assigned to the Committee on the Improvement and Extension of School Library Services.

Elinor Yungmeyer, in the absence of the chairman, Bernice Wiese, reported on the

meeting of the subcommittee on Planning School Library Quarters of the LAD Buildings and Equipment Section. Board members expressed deep concern about the need for newer materials in this area and made suggestions regarding revision of bibliographies, leaflets and ALA publications.

Under the leadership of Mary Helen Mahar, Specialist for School and Children's Libraries, U. S. Office of Education, possible projects under Title VII of the NDEA were discussed. Miss Ahlers reported on a recent conference with Walter Stone of the USOE, to whom suggestions had been made during the preceding year. It was voted that the executive secretary point out again the continuing interest of AASL in a status survey of school libraries as instructional materials centers and in the development of films at both the elementary and secondary levels.

The resolution adopted by the Trustees June 20 on the responsibilities of boards of education for school libraries was enthusiastically approved by the Board and suggestions were made to the president and executive secretary about its use.

Mary Louise Mann, chairman of the Stern Family Fund Magazine Project, reported on the success of the project during the second year and announced its termination. An evaluation of the project will be made in the fall. The Board requested that a letter of thanks be sent to the Stern Family Fund.

Lois Fannin, member of the newly created ALA Special Committee on Interrelated Library Services to Students, reported on the meeting the committee had had and the questionnaire proposed for use in a survey of library services to this age group.

Miss Mahar reported on U. S. Office of Education studies either completed or in process relating to school libraries and asked for comments from the Board on the questionnaire she had tentatively drawn up.

Miss Williams outlined the AASL activities planned at the NEA conference in Los Angeles the following week. A sum of \$100 from the Exhibits Round Table gift was voted to help defray expenses for Carolyn Whitenack to attend the conference in order to speak on AASL departmental status before the NEA Representative Assembly.

Plans for the Cleveland Conference were discussed briefly and suggestions were made to Sara Fenwick, vice-president and program chairman.

Respectfully submitted,
Eleanor E. Ahlers, Executive Secretary

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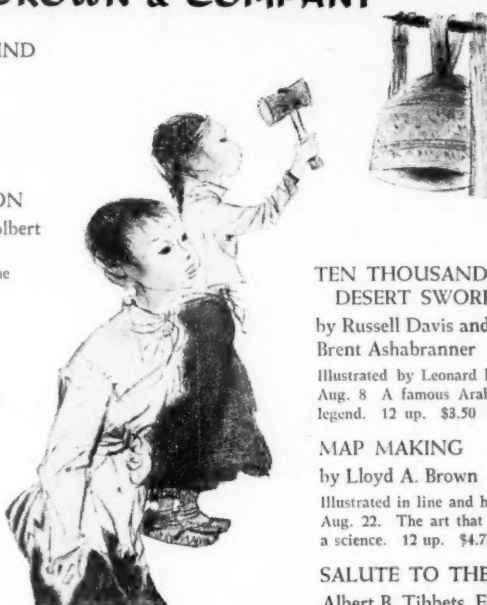
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